PRESBYTERIAN COLLEGE FOR WOMEN

BULLETIN

133

CATALOGUE NUMBER

1911-1912

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CALENDAR

1911—September 10, Dormitory will open for Faculty.
September 13, Dormitory will open for Students.
September 14, First Term will begin.
November 23, Thanksgiving Day.
December 21, to January 3, 1912, Christmas Holidays.

1912—January 17, First Term will end.
January 18, Second Term will begin.
May 17-21, Commencement.
May 17, Junior-Senior Banquet.
May 18, Reception by Societies.
May 19, Baccalaureate Sermon.
May 20, Alumnæ Meeting.
May 21, Graduation Exercises.
May 22, Second Term will end.

NOTE—The length of the session is 36 weeks. Deducting holidays, the actual teaching time is about 34 weeks.

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THE PRESBYTERIAN COLLEGE

PRESBYTERIAN COLLEGE FOR WOMEN

FOREWORD

FOR MORE than fifty years, first under private ownership and latterly under ecclesiastical control, this College has rendered a noble service to the cause of Christian Education. There have gone out from its walls into all parts of our Southland many cultivated women whose beautiful and consecrated lives have borne eloquent testimony to the faithful and thorough work done by those intrusted with their education.

The beloved President, Dr. James R. Bridges, having signified his conviction of physical inability to longer bear the burden of so large an institution, the Trustees have elected to the Presidency Dr. John L. Caldwell.

The incoming administration has been charged with the duty of reorganizing, on a broader and more comprehensive basis, the entire scheme of College education. The spirit of the new organization can be no nobler than that of the past, but the rapid development of the South, especially the Piedmont region and, notably, Charlotte, is a clarion call for an institution modern, progressive and Christian, for the higher education of young women.

The handsome buildings and grounds are to be overhauled and beautified. Several new professors

have been added to the faculty, and the work of several other chairs has been broadened. The entire faculty has been chosen with great care and will be representative of the foremost cult of this and other lands. The training of the bodies, minds and hearts of the students, will be real, practical and to fit them for the highest mission of women.

The work in the several departments will be even better than is indicated in the following pages of this Bulletin. In a period of transition it is impossible to set out in a first Catalogue the improvements to be made.

It would be manifestly unjust to the past and present patrons of the College if such radical changes were made either in the curriculum or items of expense as to seriously disturb the present current of College life. There will be an accommodation whereby the present classes will be advanced as if there had been no change of administration.

The policy of the new administration will be conservative, but that policy will have for its aim the expansion of the College into the full realization of all that is contained in the words *Presbyterian College for Women.*

LOCATION.

Charlotte is an ideal location for a Woman's College. It is the largest city between Richmond and Atlanta, and young women pursuing their studies here have advantages which cannot be had in smaller places. All distinguished lecturers, musicians and artists of

whatever sort, who visit the South, are to be seen or heard at Charlotte. The city is 800 feet above the sea and has an average temperature of 59 degrees F., being thereby blessed with an ideal climate. The social tone is dominated by a happy combination of Scotch Irish Presbyterianism and "Electric Energy." There are more than 3000 communing members in the various Presbyterian churches of the city, besides the many active Christians identified with other denominations.

THE BUILDINGS.

The main College building was erected in 1901-1902, and is one of the handsomest structures in the South. It is 320 feet in front length and four stories high, with a wing of equal height. It is equipped with modern conveniences, omitting nothing to secure comfort and safety. Each room is limited to two students and each student has a wardrobe closet.

The rooms and halls are heated by steam from boilers located in a seperate brick building. The entire building is lighted by electricity which is furnished without stint, for the protection of the eyesight of the students.

The College has been equipped with a complete system of outside fire escapes, in addition to the many inside avenues of egress.

Every facility for the bath and toilet is provided in the most convenient and hygienic manner, for "cleanliness is next to godliness."

WATER AND FOOD.

The water used in the College is from the city water supply and is filtered and examined daily by the city bacteriologist.

During the summer the entire culinary department will be thoroughly overhauled and enlarged.

Realizing the great importance of supplying young and growing bodies with nourishing food, strict attention will be given to the quality of the College menu.

THE GOVERNMENT

The whole government is conceived and executed with a view to making the College a pleasant, busy, and therefore happy and well-ordered home. Its object is to develop self-control, high character, and a desire to do the right because it is right.

Courtesy and kindness are the uniform rule of the institution. The honor, pride, and interest of the students in the success of the College are appealed to. Self-government is fostered as far as possible. The self-governed are always the best governed.

It will be the aim to give the students every privilege consistent with student life and good discipline; but rules found necessary for the best ordering of a large body of students will be firmly, though kindly, enforced.

REQUIREMENTS FOR ADMISSION TO THE FRESHMAN CLASS

This Bulletin, Catalogue Number, has been prepared subsequent to the close of the Scholastic Year 1910-1911. Last year's students in the Academy having had no opportunity to prepare for entrance to the College under an arbitrarily advanced standard, the requirements for admission are left the same as last year. As the College work progresses, however, through the year, the various classes will be advanced in such way as to prepare for the changes which will appear in the Catalogue Number of 1912. The purpose is to gradually, throughout the year, raise the standard so as to make it conform to the 14 unit requirement. In some instances changes may be made in the text books now used, but only such as are deemed necessary.

CLASSICAL COURSE.

Arithematic—Completed.
Mathematics—Algebra through Quadratics.
Latin—Grammar; Composition; Cæsar—four books.
History—Leading facts of United States History, and of English History.
Science—Physical Geography.
English—Grammar, and Elements of Composition and Rhetoric. American Literature.
Reading—Myths of Greece and Rome. Last of the Mohicans, Sketch Book, Mosses from an Old Manse.
Bible—Pentateuch.

LITERARY COURSE.

Arithmetic—Completed.
Mathematics—Algebra through Quadratics.
Latin—Grammar; Composition. Cæsar—four books.
History, Science, English, Reading—(Requirements the same as for Classical Course).

EXAMINATIONS

Candidates for the Freshman Grade are required to pass examinations on all subjects demanded for admission to the course which they elect, unless they have completed the work for that course in the Preparatory Department of this College. Admission into higher grades is granted to those who pass examinations on all studies previously gone over by the class which they desire to enter. Thursday and Friday, September 14th and 15th, will be devoted to entrance examinations.

Candidates for Freshman English are required to satisfy the entrance requirements in Reading as well as those in English.

The design of these examinations is to decide to what class the appplicant belongs, and they are therefore more of the nature of an inquiry than of regular examination.

Three courses of study are offered. The Classical, leading to the degree of Bachelor of Arts; the Literary, leading to the degree of Bachelor of Literature; and the Musical Course, leading to the degree of Bachelor in Music. These courses may be completed in four years, if one enters without conditions.

COURSES LEADING TO B.A.

FRESHMAN YEAR		SOPHOMORE YEAR	
English	3 hours	English	3 hours
Latin	3 "	Latin	3 "
Mathematics	3 "	Mathematics	3 "
Bible	1 "	Bible	2 "
Science	2 "	Science, French or German	3 "
Expression 2	"	Expression	2 "
History	2 "	History	2 "
	16		16

JUNIOR YEAR		SENIOR YEAR	
English	3 hours	English	3 hours
Bible	2 "	Bible	3 "
Psychology	3 "	Ethics	2 "
Any group of Electives.		Any group of Electives.	

ELECTIVE GROUPS TO SUPPLEMENT THE B.A. COURSE.

A—LATIN LEADING

JUNIOR YEAR		SENIOR YEAR	
Latin	2 hours	Latin	3 hours
French, German or Math.	3 "	French, German or Math.	3 "

B—MODERN LANGUAGE LEADING

JUNIOR YEAR		SENIOR YEAR	
French or German	3 hours	French or German	3 hours
Chemistry	2 "	Physics	3 "

C—MATHEMATICS LEADING.

JUNIOR YEAR		SENIOR YEAR	
Mathematics	3 hours	Mathematics	3 hours
Latin, French, or German	3 "	Latin, French, or German	3 "

D—HISTORY LEADING

JUNIOR YEAR		SENIOR YEAR	
History	2 hours	History	3 hours
French or German	3 "	French or German	3 "

E—SCIENCE LEADING

JUNIOR YEAR		SENIOR YEAR	
Chemistry	3 hours	Chemistry	3 hours
Mathematics	3 "	Mathematics	3 "

COURSES LEADING TO B.L.

FRESHMAN YEAR		SOPHOMORE YEAR	
English	3 hours	English	3 hours
Latin, French, or German	3 "	Latin or German	3 "
Mathematics	3 "	French or Science	3 "
Bible	1 "	Mathematics	3 "
Science	2 "	Bible	2 "
Expression	2 "	Expression	2 "
History	2 "	History	2 "
	16		18

JUNIOR YEAR		SENIOR YEAR	
English	3 hours	English	3 hours
Bible	2 "	Bible	3 "
Psychology	3 "	Ethics	3 "
Any group of Electives.		Any group of Electives.	

ELECTIVE GROUPS TO SUPPLEMENT THE B.L. COURSE.

A—MODERN LANGUAGE LEADING

JUNIOR YEAR		SENIOR YEAR	
French or German	3 hours	German	3 hours
Anglo-Saxon	2 "	French	3 "

B—MATHEMATICS LEADING

JUNIOR YEAR		SENIOR YEAR	
Mathematics	3 hours	Mathematics	3 hours
Anglo-Saxon	2 "	French or German	3 "

C—HISTORY LEADING

JUNIOR YEAR		SENIOR YEAR	
History	2 hours	History	3 hours
Anglo-Saxon	2 "	French or German	3 "

D—SCIENCE LEADING

JUNIOR YEAR		SENIOR YEAR	
		Physics	3 hours
Chemistry	3 hours	German or	
Anglo-Saxon	2 "	French	3 "

COURSES LEADING TO BACHELOR OF MUSIC.

FRESHMAN YEAR		SOPHOMORE YEAR	
English	3 hours	English	3 hours
Latin		Latin or German	3 "
French	3 "	French or Science	3 "
German		Music	3 "
Mathematics	3 "	Bible	2 "
Bible	1 "	Expression	2 "
Music	1 "	History	2 "
Expression	2 "		
History	2 "		
	16		18

JUNIOR YEAR	SENIOR YEAR
Music	Music.

DEPARTMENT OF ENGLISH

MISS AMES

FRESHMAN YEAR

The requirements for admission to this class are a knowledge of English Grammar, an acquaintance with American literature, and the ability to write clearly and correctly.

The object of the first half of this course is thoroughly to review the requirements of a clear, pleasant English style of writing and to give the student such instruction and training as will prevent her dreading to write a letter or note, or to make a written report, or to perform any of those social duties which fall to the lot of all of us. Short themes are frequently required and some longer ones.

The second term is devoted to introducing the student to types of literature, and to stimulating in her an appreciation of poetry. Some attention is given to memorizing in order that, while the memory is retentive, the student's mind may be stored with the precious thoughts and ideals of the good and the great. *Three hours a week.*

Text-Books—Woolley's *Handbook of Composition,* Fletcher and Carpenter's *Introduction to Theme-Writing,* Seward's *Narrative and Lyric Poems for Students,* George Eliot's *Silas Marner,* Scott's *Ivanhoe,* Burke's *Speech on Conciliation with America.*

SOPHOMORE YEAR

The first term is occupied with the study of Rhetoric as a science and as an art. The object of the

course is to teach the student to apply with accuracy and facility the principles of composition to her own writings.

While composition is not neglected during the second term, the study of English literature as a whole is undertaken. This course forms a foundation upon which is built the more specialized work of the next two years. With a firm grasp of the main facts of the history of English literature and with the capacity to express her ideals clearly and attractively, the student is now ready to enter upon more detailed and æsthetic consideration of literature. *Three hours a week.*

Text-Books—Espenshade's *The Essentials of Composition and Rhetoric,* Pancoast's *Introduction to Englih Literature.*

Reading—Scott's *The Talisman,* Bacon's *Selected Essays,* Ward's *The English Poets* (selections).

JUNIOR YEAR

The first three quarters are devoted to a careful study of representative English Poetry from the age of Chaucer to that of Shelley, with special attention to the work of Chaucer, of Spenser, and of Milton. The students are encouraged to do outside reading in the writings of authors studied in class. The purpose of the course is to arouse "a sense for the best, the really excellent, and of the strength and joy to be drawn from it."

During the fourth quarter a theme course is given under the direction of the instructor. The subjects for composition are partly based upon the work done during the preceding quarters. The students are given every opportunity to express their own tastes

and ideas and to unfold their latent powers. Recitation periods are occupied with a review and a discussion of the rules of Good Use and of the fundamental principles of composition, as well as with criticism of themes written by the class. Outside reading is required. *Three hours a week.*

Text-Books—Old English Ballards, Chaucer's *Prologue* and Nun's *Priest's Tale,* Spenser's *Faerie Queene* (Book I.) Milton's *Paradise Lost* (Books I and II), Hale's *Longer English Poems.*

Old English also is required of students taking the literary course. *Two hours a week.*

Text-Book—Smith's *Old English Grammar and Exercise Book.*

SENIOR YEAR

In this course an attempt is made to put the student into touch with some of the great prose of the nineteenth century and with the drama as seen through the work of Shakespeare and of Browning.

The first term is devoted to a careful study of representative essayists from Macaulay through Walter Pater. The students are introduced to the novel in its beauty and in its truth. Each student is required to read a novel by Thackeray, by Dickens, and by George Eliot in the hope that such an introduction will lead to a more intimate acquaintance in future years.

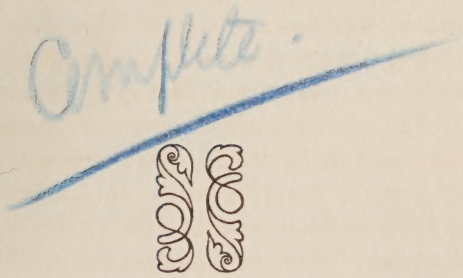
The third quarter is occupied with the detailed study of two of Shakespeare's representative plays and with the reading of others by the class. Then Browning's dramatic work is studied as a contrast and as a type of modern drama.

Frequent themes based upon the classics read are

required. A longer and more elaborate theme must be written by every student as her Senior Essay, the subject of which is chosen by herself with the approval of the instructor.

The fourth quarter is given to a careful review of English Grammar with the purpose of enabling the students to comprehend its underlying principles and thus to grasp more fully the meaning of written and of spoken language. Special attention is paid to difficult and idiomatic construction. *Three hours a week.*

Text-Books—Macaulay's *Milton* and *Warren Hastings,* Carlyle's *Heroes and Hero-Worship,* Ruskin's *Sesame and Lilies,* Matthew Arnold's *Selected Essays, Selections from Walter Pater,* two of Shakespeare's plays (Arden Edition), Browning's *Pippa Passes* and *Other Dramas,* Carpenter's *Principles of English Grammar.*



SCHOOL OF LATIN

MISS WINN

Three years of Latin are required for admission both to the Classical Course, and to the Literary Course. The study of Latin is required through the Sophomore year of the Classical Course, but it is elective in the Literary Course.

Attention is paid both to the grammatical and to the rhetorical structure of the language, and throughout the course accuracy of translation and the analysis of sentences are constantly insisted upon.

Careful training is given in writing in Latin. For this purpose, original connected exercses are employed, as well as approved exercise books.

During the session frequent written review examinations are held, and the student is given much practice in written translation.

No elective class will be organized for fewer than three pupils.

FRESHMAN YEAR

Virgil Aeneid—Books I, II. Seections III-IV, and so much prosody as relates to accent, versification in general, and dactylic hexameter.

SOPHOMORE YEAR

Cicero—Orations against Cataline. Selections from the following orations: Archias, The Manilian Law, Milo, and The Fourteenth Philippic.

Grammar—Mather and Wheeler's Latin Writing.

JUNIOR YEAR

Livy—Book 21.
Horace—Odes and Ars Poetica.
Composition—Eaton's Prose Composition, based on Livy.

SENIOR YEAR

Tacitus. Juvenal. Terence.

SCHOOL OF GREEK

Same method will be employed in this course as in Latin.

SOPHOMORE YEAR

A thorough study of form and inflections along with the elements of Greek syntax.

Text-Books—White's First Greek Book, Xenophon's Anabasis.

JUNIOR YEAR

Text-Books—Goodwin's Grammar. Greek Prose Composition. Homer's Iliad or Odyssey.

SENIOR YEAR

Greek Prose Composition. History of Greek Literature. Selections from Sophocles, Plato, and Demosthenes.

SCHOOL OF MATHEMATICS

MISS CULBRETH MISS GIVAN

We rely upon this department to correct any tendency to inaccuracy, and to train the mind by clear

and rapid analysis to develop original thought, and to stimulate to habits of thoroughness. Geometry is treated as a branch of practical logic, the object of which is to detect and state with precision the successive steps from premise to conclusion. In Sophomore and Junior Classes, copious use will be made of original exercises.

FRESHMAN YEAR

Plane Geometry (Wentworth).

SOPHOMORE YEAR

Solid Geometry. Trigonometry (Wentworth).

JUNIOR YEAR

College Algebra (Wells).

SENIOR YEAR

Analytic Geometry. Conic Sections. (Text-books to be selected).

SCHOOL OF HISTORY

MISS CHAMBERS

It is the aim of this department to escape as far as possible from the dry recital of facts, dates, and set text-book recitation with which history is sometimes associated.

To this end original thought and individual investigation are encouraged, and frequent reports and class discussions are required.

Migration of tribes, important campaigns, and ter-

ritorial acquisitions are taught by means of maps drawn by the students. In order that the pupil may have a clear idea of the general scope of the subject, special emphasis is laid upon the different periods of history, also upon its continuous movement.

The text-books are supplemented by parallel readings from standard works.

COURSE I

2 hours a week.

Mediaeval History 800-1492.....The settlements of the Teutonic tribes and the fusion of Latin & Teuton, the early church, the rise of Islam, Charlemagne, feudalism, the rise of the Papacy, supremacy and decline, the growth of the towns and the Renaissance.

Required of Freshmen.

COURSE II

2 hours a week.

Modern History 1492-1911. The growth of the nations, the Reformation and the religious wars, the rise of Russia, Prussia, and Austria, careful study of England, the French Revolution, Consulate and Empire Liberation of Italy, the New Germany Empire, European Expansion and Europe today.

Required of Sophomores.

COURSE III

3 hours a week.

English History.....This is an advanced course in English histoy paying particuar attention to Constitutional development, the modern form of English government, Expansion and Colonial policies. Collateral reading is required.

Open to those who have completed II.

COURSE IV

3 hours a week.

American History. A Lecture course beginning with the discovery and settlement of America and coming down to the present day. Parallel reading is assigned to each lesson and a quiz is held every two weeks. This course is especially recommended for those who expect to become teachers.

Open to those who have completed III.

COURSE V

3 hours a week.

Comparative Government. First term—a study of the governments of Greece and Rome, France, Germany, Switzerland and England.

Second term—Civil government of the United States.

One hour a week is devoted to Current Events. The Congressional Record is used in this connection.

Open to those who have completed III.

SCHOOL OF BIBLE

DR. BRIDGES

This College is built upon a firm belief in the inspiration of the Bible, and it is the aim of this course to make the students thoroughly familiar with its facts. The endeavor will be to make this Course one of peculiar interest, and one that will influence the lives of the students.

It begins with the Life of Christ, then takes up the Old Testament in order to show that the New Testament is only the unfolding of the Old.

The History of the Church is next presented as re-

corded in the Acts of the Apostles and the Epistles, and continued down to the present time.

While other books will be used throughout the Course, the Bible will be the main text-book.

Freshman Class. Life of Christ.

Sophomore Class. Old Testament.

Junior Class. History of the Church in The Acts and the Epistles. Evidences of Christianity.

Senior Class. History of the Church from the time of the Apostles to the present day.

SCHOOL OF PHILOSOPHY

DR. BRIDGES

The aim of this course is to develop the reasoning faculty in the student, and to make her understand thoroughly the laws of her own mind.

Every effort will be made to divest this study of the dryness, so peculiar to it, and to make the students regard the mind as a machine regulated by its own laws—which she should study at close range.

In the Junior Year attention will be given strictly to Psychology, and in the Senior year Logic will occupy the First Term, and Ethics the Second. In the study of Ethics the various theories of the Sensualistic School will be thoroughly reviewed, and the student will be shown their falsity, and taught that the moral judgments are intuitive and spring from an original faculty of the Soul.

Junior Year. Psychology—Davis.

Senior Year—Logic—Davis. Ethics—Dabney's Practical Philosophy with lectures.

SCHOOL OF MODERN LANGUAGES

PROF. JEANRENAUD

Special attention is paid to the forms of the language and to its pronounciation. While learning to speak and to read, the student has frequent exercises in writing from dictation, combined with verb drill and recitation from memory. The vocabulary is rapidly enlarged by reading standard authors of the last century and committing to memory poems and extracts from modern classic authors. So far as practicable the language studied is used in the class-room.

FRENCH

Course I—Chardenal's Complete French Course (revised edition), Part I. Verb Drill; Easy Reading; Memorizing; Dictation.

Course II—Chardenal's Complete French Course, Part II. Reading at least 300 pages of Standard French Prose.

Course III—Mansion's French Composition, Part I, with Frazier and Squair's Grammar, Part II. Reading from three to four hundred pages of standard French.

Course IV—Mansion's Composition, Parts II and III. Classic Plays; French Literature.

Books—Sand's La Petite Fadette, Malot's Sans Famille, Dumas's Duc de Beaufort. Labiche's Le Voyage de M. Perichon, Musset's Pierre et Camille, Guerber's Marie Louise, Daudet's La Belle Nivernais, La Brete's Mon Oncle et Mon Cure, Corneille's Le Cid, Moliere's Le Misanthrope, Racine's Athalie, Hugo's Hernani.

GERMAN

Course I—Spanhoofd's Lehrbuch der Deutschen Sprache. Easy Reading; Memorizing; Verb Drill.

Course II—Thomas's German Grammar, Part I; Compo-

sition. Reading at least two hundred pages of German Standard Prose.

Course III—Thomas's Grammar, Part II; Composition. Reading three hundred pages Standard Literature.

Books—Der Zerbrochene Krug (Zschokke;); Das Marchen von Treppi (Heyse); Der Neffe als Onkel (Schiller); Pole Poppenspaler (Storm); Das Spielmannskind (Riel); Kleider Machen Leute (Keller); Hermann und Dorothea (Goethe); Marie Stuart (Schiller).

SCHOOL OF PHYSICAL SCIENCE

MISS NEWTON MISS HODGDON

Realizing the vast importance of the Physical Sciences, we aim to give our students such courses in Physiology, Hygiene, Botany, Physiography Chemistry, and Physics that they not only will have a general and thorough knowledge of these important sciences. but also will be fitted for pursuing the subjects further.

The course in Physiology is compulsory in the Freshman year, while the other branches of this school are elective.

FRESHMAN YEAR

MISS HODGDON

Physiology and Hygiene.

The course covers two periods a week during the school year. No branch of study is of more importance than personal and public Hygiene, fitting the woman to guard her own health as well as that of the community.

SOPHOMORE YEAR

MISS NEWTON

Physiography (Maury & Simmond). First Term.

This subject is taught as an introductory course to Geology and Astronomy, and will be taught by recitation, collateral reading, and field excursions whenever practicable.

Botany (Gray). Second Term.

JUNIOR YEAR

Chemistry (Jones).

This course will be covered by two periods throughout the year, and the aim will be to give the student a clear idea of general Chemistry by lecture, rcitation, and class-room experiment.

SENIOR YEAR

LABORATORY

Physics (Avery).

This course aims to give the student a general idea of Physics as a foundation for more advanced work and is taught by lecture, recitation and experiment.

CHEMISTRY

This course is largely laboratory—a review of experiments of Inorganic Chemistry. Qualitative Analysis, and a short course in Organic Chemistry.

SCHOOL OF POLITICAL SCIENCE

MISS AMES

With a view to the widening of the pupil's horizon and showing her the development of the social and political relation of mankind, this course has been introduced. It may be substituted for one year of Physical Science in the Sophomore, Junior or Senior year.

Political Science—First Term.

Social Science—Second Term.

PHYSICAL EDUCATION

MISS HODGDON

At the beginning of the year a Specialist examines each student and reports to parents the condition of the eyes, ears, nose and throat.

Every student should present evidence of vaccination within five years.

A thorough examination of the whole body is made by Dr. Annie Alexander and the Physical Director, Miss Hodgdon, and corrective exercises prescribed if any irregularity is discovered.

During the year Dr. Annie L. Alexander will lecture on anatomy. The object of this course is to give the student a general knowledge of human anatomy and the functions of the different organs of the body. Attendance upon these lectures will not be compulsory.

The Swedish system of training has been adopted, with such modifications as are necessary to meet the demands of the school.

The new College building contains a spacious and well-equipped Gymnasium. Every effort is put forth to make the advantages of the department stand abreast of the times.

The pupils on their part must be provided with inexpensive Gymnastic Suits and Shoes. It is recommended that they be obtained through the director, so as to insure proper fitting and materials.

All students are required to take the work in Physical Training. Thorough examinations will be made

upon entrance, and if reasons are disclosed why a girl should not take class exercises, special work will be given adapted to her condition.

It is our aim to educate the body as well as the mind. Those who have good health as a natural endowment need to learn its value and how to preserve it, while those who are less fortunate should use every opportunity to overcome disorders and imperfections and to counteract bad tendencies that have been inherited.

Exercise is not only the means of acquiring health and strength—sunshine, fresh air, diet, clothing, bathing, rest, etc., must have due consideration.

We place special emphasis on outdoor work. The beautiful grounds surrounding the College invite to healthful sports and exercise.

The director in charge is a graduate of the Boston Normal School of Gymnastics, which is recognized as the best training school in America for teachers of physical culture.

It is especially requested that no parent shall ask to have a daughter excused from this important branch of education.

As some of our patrons have not had an opportunity of investigating our methods of physical training, we give a brief outline of the hygienic and educational ideas that underlie the work and make it adaptable to all and of primary importance.

The welfare of all the other parts of the body depends upon the heart and lungs. The first aim of the

Swedish system is to develop these functions. Thoroughly oxygenated blood, good circulation, and care as to the waste products of the body, are all distinct factors in preserving health. A science that is directed towards the vital functions would surely extend to every part of our physical being.

The exercises are progressive, beginning with very easy movements and gradually increase in difficulty. Progression is found also in each day's order.

The hygienic reasons for giving a gymnastic lesson are these: the pupils of any school are of a necessity confined most of the time in a sitting posture. All of their powers are concentrated upon studies and recitations. The upper part of the body leans forward on the desk, the chest is more or less contracted, the thorax is pressing downward upon the abdominal organs, the muscles are in a state of injurious repose, the respiration increased and the brain tired.

The object of the gymnastic drill must be to counteract these evil tendencies, to relieve the brain and oppressed organs, and to reinstate healthy respiration and circulation; to tone up the body generally, and at the same time give attention to the education purposes of the exercises.

A days order is composed of a certain number of movements succeeding each other in a well-defined order, and calculated to produce certain effects. The first movements are given to direct the minds of pupils away from lessons and toward the drill. Exercises are then given to draw the blood from the brain toward the lower extremities; following these are move-

ments which strengthen and develop the chest and induce better respiration and circulation; grace and poise are taught in balance exercises; then movements are given which correct the carriage of the shoulder blades and back, and counteract faulty growth of the spine; next the abdominal organs are stimulated and the muscles of the abdominal walls strengthened. Another set of exercises train the mobility of the ribs and vertebræ and stimulate the spinal nerves. All of these movements are performed with gradually increasing foce, compelling the stronger and stronger action from the circulatory and respiratory organs. Then vigorous exercises are given, such as running and jumping, and these bring about compound action in all parts of the body and in them the climax of the day's order is reached. After this culmination, quieting and resting movements are given, and the pupils return to their studies refreshed in mind and body.

Medical gymnastics meet the need of special training of those who are below a certain average in health.

Marching and games form an important side of physical training. Marching evolutions demand of a pupil entire control of herself, that she may be able to move in correct poise. Games presuppose a certain proficiency of physical culture, and train swiftness and exactness of mind with swiftness and exactness and vigor of physical exercise.

REGISTER OF STUDENTS

Alexander, Abigail.....North Carolina
Alexander, Eleanora.....North Carolina
Alexander, Lida.....North Carolina
Alexander, Lottie.....North Carolina
Alexander, May Beverly.....North Carolina
Alexander, Nellie May.....North Carolina
Austin, Grace.....North Carolina

Bailey, Euna.....North Carolina
Bailes, Lala.....North Carolina
Bailes, Olga.....North Carolina
Barnhardt, Virginia.....North Carolina
Bennett, Mabel.....North Carolina
Blakeney, Bessie.....North Carolina
Blakeney, Lina.....North Carolina
Blankenship, Ruth.....North Carolina
Boyd, Willie Graham.....North Carolina
Brawley, Nadine.....North Carolina
Buckner, Margaret.....South Carolina
Butt, Mildred.....North Carolina

Cansler, Sarah.....North Carolina
Cochran, Katie Neel.....North Carolina
Cochrane, Lois C.....North Carolina
Collins, Lena.....North Carolina
Colson, Cora.....North Carolina
Cross, Willie.....North Carolina
Curlee, Doris.....North Carolina
Currie, Mary.....North Carolina

Dellinger, Mary.....North Carolina
Dellinger, Stella.....North Carolina
Donaldson, Grace.....North Carolina

Dowd, Cornelia J.....North Carolina

Elliott, Annie De.....North Carolina
Elliott, Mildred.....North Carolina

Faires, Carrie.....North Carolina
Flowe, Bessie L.....North Carolina

Garrison, Minerva.....North Carolina
Glenn, Estelle.....North Carolina
Grier, Anna Burwell.....North Carolina
Gullick, Melva.....North Carolina

Hannon, Leolo.....North Carolina
Hargrave, Estelle.....North Carolina
Harrell, Mary H.....South Carolina
Harrell, Rena C.....South Carolina
Harris, Lollie.....North Carolina
Harry, Doris.....North Carolina
Harry, Sarah C.....North Carolina
Hawkins, Rose.....North Carolina
Hawthorne, Eloise.....North Carolina
Hay, Nelleen.....South Carolina
Henderson, Lillie.....North Carolina
Hoggard, Willye Vashti.....North Carolina
Hudson, Margaret A.....North Carolina
Hughes, Annie H.....North Carolina
Hunter, Annie May.....North Carolina
Hutchinson, Joncie.....North Carolina

Jeffries, Eunice.....North Carolina
Jenkins, Lucy Bell.....North Carolina
Johnston, Lucile C.....North Carolina
Johnston, Margaret.....North Carolina
Johnston, Mary Raper.....North Carolina
Jordan, Flossie May.....North Carolina

Kanoy, Mary.....North Carolina
Kidd, Daisy.....North Carolina
King, Betty.....Georgia
Klutz, Lottie.....South Carolina

Laird, Nell Riglee.....North Carolina
Lambeth, Lydia.....North Carolina
Liles, Jane Mae.....North Carolina
Long, Miriam.....North Carolina
Lynch, Clyde.....North Carolina

Marshall, Duell.....North Carolina
McCall, Lola.....North Carolina
McComb, Elizabeth.....North Carolina
McComb, Margaret.....North Carolina
McCubbins, Mildred.....North Carolina
McKeown, Celeste.....South Carolina
Miller, Mary Scales.....North Carolina
Moore, Martha.....North Carolina
Morrow, Louise.....North Carolina
Moseley, Adelaide.....North Carolina

Newell, Margaret B.....North Carolina
Newell, Rachael C.....North Carolina
Nims, Dorothy D.....North Carolina
Nixon, Myra.....North Carolina

Paddison, Blanche.....North Carolina
Patrick, Ruth.....North Carolina
Pegram, Katharine.....North Carolina
Pharr, Mary.....North Carolina
Pender, Lula May.....North Carolina
Peoples, Ellen.....North Carolina
Porter, Ruth.....North Carolina
Price, Mary.....North Carolina
Pritchard, Margaret.....North Carolina

Query, Maggie W.....North Carolina

Rainey, Ruth.....North Carolina
Rankin, Kate Moore.....North Carolina
Rankin, Mary Lee.....North Carolina
Rankin, Sarah Edna.....North Carolina
Reed, Barbara J.....North Carolina
Reid, Lilian E.....North Carolina
Riddle, Minnie Flowe.....South Carolina
Robinson, Ellen Campbell.....North Carolina
Rodman, Allie.....North Carolina
Ross, Katherine A.....North Carolina
Russell, Susie D.....North Carolina

Sadler, Lilla J.....North Carolina
Shaw, Lilian Eloise.....North Carolina
Shields, Lillie Grace.....North Carolina
Sloan, Ruth.....North Carolina
Smith, Lilian G.....North Carolina
Stroup, Fannie.....South Carolina

Tate, Eunice.....North Carolina
Taylor, Kathryne.....North Carolina

Walker, Ethel.....North Carolina
Washburn, Marjorie.....North Carolina
Watt, Laura.....North Carolina
Wharton, Annie Louise.....North Carolina
Wheat, Irene Bayne.....South Carolina
Whisnant, Helen.....North Carolina
Whitworth, Vivian.....Louisiana
Wilson, Katherine K.....Tennessee
Withers, Margaret E.....North Carolina
Wofford, Octavia Torrey.....Tennessee

SCHOOL OF ART, EXPRESSION
AND MUSIC

SCHOOL OF ART, EXPRESSION, AND MUSIC

I. SCHOOL OF ART

MISS PLATT

The methods used are the same as in "The Art Students League" and National Academy of New York City. The pupils begin with study of Geometrical Solids and is advanced to higher classes as rapidly as her work will permit. The Studio is large, well lighted, and equipped with reproductions from the Antique and many objects for still life studies.

Certificates are awarded to such pupils as reach the required standard—this embracing a course in practical perspective and Art History.

Grade 1—Geometrical Solids. Still Life, Plant Form; Theory of Color.

Grade 2—Drawing from Antique Conventional Design; Advanced Theory of Color.

Grade 3—Painting from Still Life, Flowers, etc.; Applied Design and Color Theory.

Painting in Oil, Water Color, or Pastel, from objects or life.

Special attention will be given to the application of Art to such crafts as Stenciling, Block Printing,

Dyeing, Weaving, Basketry, Elementary Metal Work, etc. The Studio is well equipped with studies for China Painting.

FOR TEACHER'S CERTIFICATE IN ART

FRESHMAN CLASS		SOPHOMORE YEAR	
English	3 hours	English	3 hours
French	3 "	French	3 "
Mathematics	3 "	History	2 "
Bible	2 "	Bible	1 "
Art	5 "	Art	8 "
History of Art	1 "		

JUNIOR YEAR		SENIOR YEAR	
English	3 hours	English	3 hours
History	3 "	Bible	2 "
Bible	2 "	Art	10 "
Art	8 "	Talks on teaching Art. 1	1 "

II. SCHOOL OF EXPRESSION.

MISS ANNE CHENAULT WALLACE

"The aim to make life the finest of the fine Arts may be general and common to all; it is the greater which includes every particular Art as the lesser."

Reading and the speech Arts belong not only to the Fine Arts, but are the Arts commonest to all, and absolutely necessary to the educated person—hence culture in these Arts means culture of the individual and of personality.

The purpose and design of the School of Expression is the development of the highest powers of

the student in the three, or trinity of the being—body, mind and soul—the physical, mental and moral or spiritual natures are cultivated towards harmony and unity of action. *"Tis not a soul—'tis not a body, but a man—do not divide him."*

The training in this department will cover a wide field of the best literature, and seek to awaken in the student, a realization of her own powers and the best means of becoming a creative or interpretative thinker. Methods of earnest truth and simplicity will be insisted upon, as tricks of voice and gesture have no place in Art. Great stress will be laid upon the development of the body; and no young lady will be granted a diploma in Expression who has not given proper attention to the physical basis of the work, as well as to the literary and interpretive side. Candidates for graduation must complete the regular work as far as Senior English, Psychology, Junior Mathematics and two years of Latin or Modern Language.

The course will require both private and class lessons weekly—two of the former, the latter to be arranged.

FRESHMAN EXPRESSION

"Evolution of Expression," by Chas. Wesley Emerson.
Physical Culture—Rythm Exercises, Corrective Work.
Elementary Voice Building—Breath Control, Articulation.
Poetic Interpretation—Selected Readings.

SOPHOMORE EXPRESSION

"Evolution of Expression"—Continued.
Physical Culture—Rythm Exercises, Corrective Work.

Voice Practice—Analysis, Tone Production.
Pantomine—Bodily Expression, Life Study.
Study of Standard Authors—Repertoire.
Work in Shakespeare to be Selected.

JUNIOR EXPRESSION

"Perfective Laws of Art"—Chas. W. Emerson.
Physical Culture—Rhythm, and Aesthetic Work.
Prose Forms—Practice in Extemporaneous Speaking.
Personal Development—Life Study, Bodily Expression.
Poetic Interpretation—Repertoire.
Expressive Voice Culture—Physiology and Analysis of Voice.
Gesture.
Shakespeare Study—"Taming of The Shrew."

SENIOR EXPRESSION

"Philosophy of Expression"—Brown.
Philosophy of Gesture.
Physical Culture—Rhythm and Aesthetic Work.
Dramatic Art—Stage Deportment.
Expressive Voice—Radiation.
Poetic Interpretaion—Debate, Repertoire.
Personal Development.
Hamlet and As You Like It.

NOTE—(Especial and Intensive study of the poets and dramatists—Repertoire—Stage Deportment—in Post Graduate Work).

Two half-hour periods a week throughout the year.

III. SCHOOL OF MUSIC

DR. CHARLES R. FISHER, *Director.*

VOICE CULTURE

MINNIE WRISTON SMITH, (*"Virginia Lloyd"*).

All financial and College arrangements are made through the President, and all musical arrangements with the Director. No student should commence any course in music before proper registration has been made at the Director's Office.

This Department offers many advantages to music students.

The facilities for teaching, practicing, and ensemble playing are wholly adequate. For Concert, Recital, and Lecture purposes there is a fine college auditorium, with a seating capacity of 1,200, and furnished with opera chairs. Its musical equipment includes a large and excellent three manual Concert Organ, also an Everett full Concert Grand Pianoforte.

The plan of instruction has a solid foundation, broad in scope, and high in standard, the purpose being to present courses in each department that shall be logical, rational, sympathetic, and productive of musical thought and culture.

Attention is particularly called to the unusually complete course in theoretical branches; they are arranged as a parallel to the courses in practical music, the object being to train the young student thoroughly

in the technics of composition and æsthetics of the art of music.

These courses are obligatory, if a student desires to graduate in any branch of practical music.

Periodical recitals are required from students in all departments; these embrace both ensemble and individual performance. Puplic concerts, recitals, and lectures upon musical subjects, are given, from time to time, by the Faculty and advanced Students.

Systematic practice being of the utmost importance for rapid advancement in music, personal supervision will be given by the Director and Musical Faculty generally.

The College Choral Association and Orchestral Class are formed for the concerted performance of Vocal and Instrumental music. All Vocal and Violin students are required to join these associations. Other students are encouraged to become members of the Choral Association, on account of its value afterwards, both in church and social life.

A student desiring to sing or play at a public event, in the city, should ask and receive the consent of the Director before dong so.

A knowledge of music is now considered a necessary part of a liberal education, and society demands that a musician shall be broadly trained as regards general culture, as well as in the specialties of her own art. This being especially so in the case of one preparing to teach, attention is called to the catalogue statement bearing upon the teachers' course.

In the collegiate courses music is made an elective

study. This enables any to include music in their scheme of general education who desire to do so.

The courses of study include Piano, Organ, Violin, Violoncello, Vocal Culture, Musical Facts, Harmony, Counterpoint, Form, Analysis and Acoustics; also a course of general Reading and Musical History, selected by the Director of Music to suit the requirements of the pupil.

The Faculty of Music is composed of carefully selected teachers, who have had first-class European or American training, selected with a view of imparting instruction upon homogenous lines, both as regards special lines and grades of study.

Dr. Charles R. Fisher, the Director of Music, is a European graduate in Pianoforte and Organ playing. His university is Trinity, Toronto, where the examininb board in Music consists of London (Eng.) University Examiners. He received special commendation from the Examiners for his Choral and Orchestral Composition, "Folly and Wisdom," which was especially written for the higher degree of Doctor of Music.

Dr. Fisher is a Fellow and one of the Examining Board of the Guild of Church Musicians, also an Examiner for Victoria College of Music, London, England. As a Director and Teacher he has been very successful in his different spheres of labor, especially in preparing students for Standard University, and Conservatory Musical Examinations, at London and Leeds in Europe; also at Hollins Institute, Virginia, where he was Director for three years.

Minnie Wriston Smith, Professor of Vocal Cul-

ture, was a pupil at the Stern Conservatory, Berlin, where she spent more than a year under the special tutelage of Herr Alexander Heinemann. He is this summer resting on the Pacific Coast, in the midst of a triumphal American tour, and Mrs. Smith has gone to San Francisco for the summer to renew her studies, and will come to her work in the College next Fall, with renewed zeal and fitness. Her reputation as both a teacher and a singer is already established, and students in Vocal Culture will have rare advantages should they become her pupils.

PRACTICAL MUSIC

The study of Musical Facts is essential as a preparation for any course in practical music. All who enter for music are expected to join the class in this subject, or pass the test Examination.

Where specific studies or pieces are mentioned, they are to be taken as specimens of types which can be replaced by others of a similar nature, at the discretion of the teacher.

Each division beyond preparatory is intended to be a year's course, but it must be distinctly understood that no grade certificate will be awarded unless all-round satisfactory progress has been made.

PIANOFORTE

PREPARATORY.

First essential musical facts—simple finger and wrist exercises to develop touch—simpliest studies and scales—very easy pieces.

FIFTH YEAR PREPARATORY

Scales—Major scales.*

Arpeggios.—Those based on the major tonic chord, similar motion.

Exercises.—Selected five finger and other preparatory exercises.

Pieces.—Easy pieces of an educational type,** Sonatinas.

Sight Reading.—A very easy test.

Musical Knowledge.—Simple facts based upon the practical study.

(*b*) FRESHMAN YEAR.

Scales.—Major, minor (harmonic form) four octaves, in octave position, similar motion.

Arpeggios.—Those based on the tonic chord, similar motion.

Studies.—The easier studies of Bertini, Czerny, or Heller.

Pieces.—Sonatinas and the easier Sonatas, together with other selected compositions illustrative of the various styles of music.

Sight Reading.—A simple test.

Musical Knowledge.—Theoretical Music. (*f.*)

(*c*) SOPHOMORE YEAR.

Scales.—Major, minor (both forms) and chromatic, in octave position, similar and contrary motion.

Arpeggios.—Tonic and Dominant seventh, in similar and contrary motion.

Studies.—Czerny's Velocity and Octave Studies, Bertini Op. 29 and 32, Heller's selected studies.***

Pieces.—Sonatas by Mozart, Dussek, Beethoven, together with selected pieces from the Romantic and Modern composers.

Sight Reading.—A test of medium difficulty.

Musical Knowledge.—Theoretical Music. (*g.*)

*All scales and arpeggios must be memorized.
**Some pieces must be memorized. This applies to all grades.
***Some octave studies should be taken in all the divisions above the Freshman.

(d) JUNIOR YEAR.

Scales.—Major, minor, (both forms), and chromatic, in third, sixth and tenth positions, similar and contrary motion. C, G and F Major scales in double thirds and sixths.

Apreggios.—Diminished seventh in similar and contrary motion, together with a recapitulation of the tonic and dominant seventh.

Studies.—Cramer, Clementi (Gradus ad Parnassum), Bach Inventions.

Pieces.—Selected Preludes and Fugues from Bach, Handel, Mendelssohn; Beethoven, Schubert and Grieg Sonatas; pieces selected from Lizt, Chopin and the modern composers generally.

Sight Reading.—To accompany a song at sight.

Musical Knowledge.—Theoretical Music. (*h*.)

(*e*) SENIOR YEAR.

Scales and Arpeggios.—A recapitulation, together with the arpeggio inversions, in similar and contrary motion. The major scales in double thirds and sixths.

Studies.—Special studies from Clementi, Chopin, etc.

Pieces.—A program for recital to be selected from the different types of composition; this must include a Fugue Sonata, and Concerto, together with pieces in the Romantic and Modern styles of music.

Sight Reading—

(a) To read readily a piece of ordinary difficulty.
(b) To accompany a song.
(c) To transpose a simple song accompaniment one or two semitones above or below the key given.

Musical Knowledge.—Theoretical Music (*i*), together with an essay of about 2,000 words upon some selected theme of a musical nature. Questions on pianoforte technique.

ORGAN*

Students should not commence the study of this instrument until a good practical knowledge of pianoforte technic has been obtained.

As the Organ is principally used in connection with the church service, opportunity will be afforded, from time to time, for organ students to play for worship, and special attention will be given to the Art of Service Accompaniment.

The Manual scale and arpeggio work is the same as for the corresponding grade in pianoforte playing, and is best learned on the pianoforte.

The College Organ, upon which the students practice, was built for the Auditorium of the late Charleston Exposition, and there used for recital purposes. The gold medal for excellence in organ building was awarded to the builder, M. P. Moller, of Hagerstown, Md. It is a large three manual instrument, complete in every detail.

The work in Organ Playing includes a thorough grounding in such foundation studies as those of Stainer, Best, Rink, Buck, etc., which lead up to the study of the works of Bach, Mendelssohn, Lemmens, Widor, etc. When sufficiently advanced students will have opportunity given to them to play for College Service, whilst the Art of Church Choir Accompaniment receives full attention, and a knowledge is given of Organ construction and stop registration, etc|

VOCAL CULTURE

Special attention is given to breath control, purity of tone, and clear enunciation.

An efficient knowledge of diatonic and chromatic scales (especially the Harmonic minor,) Arpeggios,

*The courses in Organ and Violin playing are graded similarly to those in Pianoforte Music. This also applies to Vocal Culture.

Diatonic and Chromatic intervals, and these all in tonal accuracy, is insisted upon.

Tone exercises and studies by the first masters, to suit the grade, are given for the development of pure vocalization. Ear tests. Singing at sight.

Songs and solos will be selected according to grade. These will range from the simple ballard up to the classic masterpieces of the great composers, and will include the grand arias of both opera and oratorio.

Pianoforte (*b*) is required for certificate, and Pianoforte (*c*) for Diploma. In both Divisions special tests will be given in song accompaniment.

VIOLIN

The following or similar works are used:

The Violin Berthold Tours.
De Beriot's Violin School. Spohr's Violin School.
Studies of Cancla, Sharadieck, Rhode, Kreutzer, etc.
Solos, etc., from the representative Violin Composers.

The most moderate system is used as regards bowing, and great care is given to tone production. These are the two first essentials of good violin playing.

THEORETICAL AND HISTORICAL MUSIC.

FIFTH PREPARATORY YEAR.
(*First Musical Facts.*)

Elementary Musical Knowledge.—Rudiments of music, music including a simple musical vocabulary.

(*g*) FRESHMAN YEAR.
(*Musical Facts.*)

A more advanced knowledge of the rudiments of music,

such as the C Clefs; scale structure, both diatonic and chromatic; various forms of accent, as regulated by the time signature; musical vocabulary; graces and embellishments; intervals. Notes on Music and its History. Elementary facts in Acoustics.

(*h*) SOPHOMORE YEAR.

A bass or simple melody to be harmonized in three or four parts; using chords up to and including the Dominant Seventh; Cadences; Analysis of Chords; Transposition. The Elements of Form and Analysis. Crowest's Story of the Art of Music.

(*i*) JUNIOR YEAR.

A thorough knowledge of the elements of harmony. Strict Counterpoint in two parts, all five species. Form and Analysis. Elementary instrumentation. The history of (1) pianoforte, (2) organ, (3) violin, (4) vocal music. Parry's Studies of the great composers. Facts in Acoustics.

(*j*) SENIOR YEAR.

A thorough knowledge of four part harmony. Exceptional Chords, Sequences, Pedals, Modulation. Strict Counterpoint in two, three, and four parts. Two part Canon. Fugal Structure.

Instrumentation, including a study of the full score of Beethoven's Pianoforte Concerto in C Minor. A knowledge of Musical Acoustics. Parry's Evolution of the Art of Music. A short prescribed Musical Composition and an essay of about 2,000 words bearing upon some subject connected with music.

(*k*) FINAL YEAR FOR BACHELOR'S DEGREE.

An Exercise must be written containing some five part harmony and imitative counterpoints, and approved by the Examiners, before taking the Final Examination.* This com-

*The student must certify before a Notary Public that this is her own Composition.

position should take at least twenty minutes in actual performance, and should be in the form of—(a) a choral work of not less than three movements (one for solo voice), with an accompaniment for strings, or for Pianoforte or organ; (b) a quintette for strings.

Harmony.—An essay to be written showing the points of similarity and divergence of two standard works of Harmony. Four and five part harmony and counterpoint.** Double counterpoint in the octave, tenth, twelfth and fifteenth. Canon and Fugue (to four parts inclusive.) Instrumentation, including a critical knowledge of the full score of Mendelssohn's Italian Symphony. Selected critical and historical works bearing upon music.

GRADUATION IN MUSIC

The Candidate for this Diploma must have received an education in the English Language, and in Literature, commensurate with the Second Year's Course in the College Department.

In addition to the necessary graded work in Theoretical and Practical Music, a Programme of representative standard compositions for Public Recital must be prepared.

ASSOCIATE AND LICENTIATE IN MUSIC.

The graduate Diploma in any branch of practical music, together with the Senior Theory, will qualify for the Diploma of Associate in Music, Presbyterian College.

A post-graduate course in practical and theoretical

**The Prout Series of Theoretical books will be used for advanced study

music will qualify for the Licentiate Diploma.

The Victoria College of Music, London, is an institution which bases its awards upon examination results. The examiners are selected because of their special qualifications for the work, both by training and experience. The aim of the College is to raise the standard of music generally, its examinations being wholly musical.

Dr. Fisher is one of the Examining Board of Victoria College. A candidate can, therefore, be examined at the Presbyterian College, and obtain either the Associate or Licentiate Diploma of Victoria College, provided the quality of her work merits it.

MUSIC TEACHERS' GRADUATE DIPLOMA

General Geography, with a special knowledge of Europe and North America—English Language and Literature—Latin, French, or German.*

A modified form of Practical Music (*e*)**—Theoretical Music (*i*)—Viva Voce examination upon matters a teacher should be prepared to explain as regards music, the instrument under study and its technic; or, if vocal, questions concerning voice production, phrasing, breathing, pronunciation.

The pronouncing of musical terms. Choral training.

Aptitude must be shown in teaching the special subject under study. For this purpose facilities as a

*One only to be taken.
**A similar course if Vocal, Organ, or Violin be taken.

Pupil Teacher will be given in the College during the Senior year.

It is advisable to complete the Literary Studies (or, at least, most of them) before taking the last year's music course.

CERTIFICATE OF PROFICIENCY

This will be awarded to any student desiring it, who satisfactorily completes her studies in one of the courses in music for the year which precedes that of Graduation.

MUSIC AS AN ELECTIVE

For the Classical Course.—Music (*i*) Alternative—Music (*d*)*** and (*g*).

For the Literary Course.—Music (*d*) and (*g*) Alternative —Music (*c*)*** and (*h*).

For the Normal Course.—Music (*g*) Chorus and Sight Singing.

***Vocal, Violin, or Organ may be substituted.

REGISTER OF STUDENTS IN SCHOOL OF ART, EXPRESSION AND MUSIC

ART

MISS ANTHONY

Bland, Alethia
Collins, Lena
Dellinger, Stella
Hargrave, Estelle
Harry, Doris
Hutchison, Mary
Heath, Benetta
Lynch, Clyde
Nims, Dorothy
Withers, Bennie

EXPRESSION

MISS BLAIR

Alexander, Abigail
Anderson, Zoe
Bennett, Mabel
Collins, Lena
Craig, Maude
Hawkins, Rose
Henderson, Mrs. J. Arthur
Henderson, Irving
Heath, Benetta
Lambeth, Lydia
McCubbins, Theresa
Rainey, Ruth
Russell, Susie Donald

MUSIC

PIANOFORTE AND ORGAN

HENRY F. ANDERSON, *Director.*

Alexander, May Beverly
Austin, Grace
Bangle, Mary
Bellinger, Mary
Bennett, Mabel
Blake, Evelyn
Brawley, Nadine
Cansler, Sarah
Clarke, Annie Neal
Collins, Lena
Colson, Cora
Curlee, Doris
Elliott, Mildred
Gardner, Zada
Greene, Elizabeth
Harriss, Cora
Heath, Bennetta
Jamison, Margaret D.
Klutz, Lottie
Lynch, Clyde
Mayes, Idella
McCubbins, Mildred
McKeown, Sue
McKeown, Celeste
Morrow, Louise
Moseley, Maujer
Newell, Leila
Nuttall, Ernestine
Potts, Alice
Ray, Marvin
Rodman, Allie
Russell, Susie
Smith, Pearl
Wilkinson, Rosalie
Wheat, Irene
Whitworth, Vivian
Wofford, Octavia

ORGAN

HENRY F. ANDERSON

Barr, Isabel
Blake, Beatrice
Carlton, Mrs. J.
Griffith, Mrs. E.
Hunter, Elizabeth
Jamison, Mrs. I. W.
McCubbins, Mildred
McEachin, Mrs. DeB.
Morrow, Louise
Wheat, Irene

HARMONY AND HISTORY OF MUSIC

JUNIOR

HENRY F. ANDERSON
Organist

Colson, Cora
Curlee, Doris
Currie, Mary
Klutz, Lottie
Morrow, Louise
Newell, Leila
Whitworth, Vivian
Wheat, Irene

SENIORS

Bennett, Mabel
Brawley, Nadine
Clarke, Annie Neal
Greene, Elizabeth
McCubbins, Mildred
Moseley, Maujer
Nuttall, Ernestine
Smith, Pearl
Alexander, Lida
Blankenship, Ruth
Brawley, Nadine
Buckner, Margaret
Clark, Annie Neal
Craig, Maud
Colson, Cora
Grier, Anna B.
Harrell, Mary
Hay, Nelleen
Jordan, Flossie
King, Bettie
Klutz, Lottie
Lynch, Clyde
McCubbins, Mildred
McKeown, Celeste
Moore, Martha
Newell, Margaret
Newell, Rachael
Peoples, Ellen
Ross, Katherine
Russell, Susie
Tate, Eunice
Whitworth, Vivian

A discourse on Schumann was given before the Woman's Club on January 10th by Mr. Henry F. Anderson, assisted by the Music Faculty with a program.

Under the direction of Mr. Henry F. Anderson the Choral

Society sang Handel's "Messiah" on April 25th. Other works given by the Society Mendelssohn's "Hymn of Praise" 1909; Neils Gade's "Crusaders" 1910.

PIANO
MISS RAMSAY

Ardrey, Isabel
Bailes, Olga
Bailey, Euna
Blake, Armede
Blankenship, Ruth
Bridges, Mary
Buckner, Margaret
Cross, Willie
Dellinger, Mary
Farrar, Macie
Flowe, Bessie
Garrison, Minerva
Grier, Winnie
Harrell, Rena
Harris, Julia
Harris, Sarah
Harris, Lollie
Hunter, Annie May
Jamison, Martha
Jamison, Elizabeth
Johnston, Lucile
Johnston, Mary Yorke
Murr, Marjorie
McComb, Elizabeth
Newell, Margaret
Orrell, May
Paddicon, Blache
Person, Alice
Roark, Sarah
Ross, Katherine
Smith, Clara
Taylor, Katherine
Wilson, Katherine

PIANO
MISS STEPHENS

Alexander, Laura
Alexander, Lida
Constable, Caroline
Crowell, Ruth
Hagood, Julia
Hay, Nelleen
Holmes, Martha
Howell, Mary Sanders
Hunter, Emily
King, Betty
Miller, Elizabeth
Moseley, Adelaide
Moseley, Sarah
Pender, Lula
Pharr, Mary
Rankin, Mary Lee
Rudesill, Grace
Van Ness, Alwilda
Walker, Ethel
Withers, Bennie

PIANO
MISS DIXON

Alexander, Lottie
Berryhill, Irma
Bruns, Elizabeth
Butt, Mildred

Collins, Mary
Dickerson, Gertrude
Harry, Una
Harry, Sarah
Henderson, Clara
Henderson, Cordelia
Hinson, Myrtle
Jamison, Lucile
Ketchie, Raymell
Laird, Nell
McCall, Isabel
McGee, Alba
Owens, Blanche
Patrick, Ruth
Stroup, Fannie

VIOLIN

MRS. HENRY F. ANDERSON

Mildred Cross
Ella Mosely

VOCAL CULTURE

MISS FORMAN

Anderson, Mrs. H. F.
Blankenship, Ruth
Clark, Annie Neal
Collins, Lena
Colson, Cora
Dixon, Miss Sallie
Farrar, Macie
Gardner, Zaida
Harrell, Mary
Lynch, Clyde
Lutterloh, Louise
McComb, Margaret
McIntosh, Lucy
McLeod, Sallie
Newell, Rachel
Parker, Mary
Ramsay, Mary V.
Ross, Katherine
Russell, Susie D.
Scott, Margaret
Tate, Eunice
Withers, Elizabeth

THE ACADEMY

THE ACADEMY

The Academy is divided into two Departments, the Preparatory and Primary.

PREPARATORY DEPARTMENT

Experience has shown that those who have been trained in our methods do the best work afterwards, and for that reason we have organized our Preparatory Department with special care.

Experienced teachers with suitable assistants have constant oversight of the pupils, and all the efforts are directed to thorough preparation for the more advanced work.

Special attention is paid to English Composition and Grammar.

PRIMARY DEPARTMENT

Since the foundation is the most important part of any structure, especial care is taken to lay it properly in the first year of school life.

In this department suitable methods are used to quicken the faculties of the pupil. Reading is taught from the Carnefix chart, and the New Educational Readers with Graded Classics for supplementary reading. The elements of Arithmetic are taught by blocks, counters, splints, picture examples, etc.

Geography is taught with sand moulding, observation of nature, etc. Simple historical stories are read to the children for oral or written reproduction. In

the same way the Bible stories are made attractive. There are also regular lessons in Drawing, Penmanship, and Physical Culture. Lessons in common plants, animals, and insects are given orally by the teacher.

Two large rooms are devoted to this department, with two finely equipped Primary teachers in charge, whose individual attention will insure thorough training of each pupil.

PREPARATORY DEPARTMENT CURRICULUM

MISS GIVAN, *Principal*

FIRST YEAR

Arithmetic—Milne's Elementary and Mental.
English—Mary Hyde's Two-Book Course in English, Book II. Language by Perdue and Griswald.
Reading—Graded Literature, Book IV. Cyr's Reader, Book IV.
Spelling—Merrill's Word and Sentence Book.
Bible.
History—Montgomery's Beginner's American; Guerber's Greek Stories.
Geography—Tarr & McMurry's First Book.
Writing—Natural Slant.
Nature Study.
Physical Training.
Select Readings—North Carolina History Stories; Norse Stories; Iliad; Hiawatha; Ten Boys; Lady Jane.

SECOND YEAR

Mathematics—Milne's Standard and Mental Arithmetic.
English—Mary Hyde's Two-Book Course, Book II.

Reading—Graded Literature, Book V. Cyr's Reader, Book V.
Spelling.
Bible—Story of Chosen People.
History—Stories of Greeks and Romans.
Geography—Tarr & McMurry's Second Book.
Science—Nature Study.
Writing—Natural Slant.
Physical Training.
Select Readings—The Birds' Christmas Carol; Captain January; Hawthorne's Wonder Book; Ruskin's King of the Golden River.

THIRD YEAR

Mathematics—Milne's Standard Arithmetic.
English—Buehler's Grammar. Buehler's Exercises. Composition.
Reading—Stories from Norse Mythology; King Arthur and His Court.
Spelling.
Bible—Gospels combined.
History—American History.
Geography—Tarr & McMurry's Third Book.
Latin—Bennett's Foundations of Latin.
Science—Nature Study.
Writing—Natural Slant.
Physical Training.
Select Readings—Hawthorne's The Great Stone Face and Snow Image; Hans Brinker; Robin Hood.

FOURTH YEAR

Mathematics—Milne's Standard Arithmetic, completed; Milne's High School Algebra.
English—Carpenter's Grammar; Scott and Denny's Elementary Composition.

Reading—Watkins' Primer of American Literature.
Spelling.
Bible—Acts.
History—English History.
Physical Geography—Frye's Complete.
Latin—Bennett's Foundations of Latin, completed; Bradley Arnold's Latin Prose Composition.
Science—Nature's Study—Second Term.
Writing—Natural Slant.
Physical Training.
Select Readings—Irving's Rip Van Winkle and Legend of Sleepy Hollow; American poems, including the longer poems of Longfellow, Whittier, and Bryan.

FIFTH YEAR

Mathematics—Milne's High School Algebra.
English—Carpenter's Elements of Rhetoric and English Composition, A Student's History of American Literature by W. E. Simonds and The Chief American Poets edited by Curtis Hidden Page, are the texts used in this course. The first half of the year is given to the study of the main principles of composition. The pupil is trained in the choice of words and the structure of the sentences and paragraphs. In the regular theme work stress is laid on correctness, clearness and simplicity of style. In the second half of the year American Literature is studied. Throughout the year selections from the best American Prose writers are required and the Sketch Book, the Last of the Mohicans, and Mosses from an Old Manse are made the subject of special study.
Reading—Myths of Greece and Rome, Visions of Sir Launfal, Snowbound, Among the Hills, Washington's Farewell Address.
Spelling.

Bible—Pentateuch.
History—Ancient History.
Latin—Bradley-Arnold's Latin Prose Composition; Cæsar—four books.
Greek—White (elective).
Writing—Natural Slant.
Physical Training.

PRIMARY DEPARTMENT CURRICULUM

MISS THOMSON (A) MISS HOLLIMAN (B)

GRADE I

Arithmetic—Notation and numeration from 1 to 1,000. Simple fractional forms. Multiplication table through fifth line. Practice in addition—substraction, and multiplication. Daily mental work in simple combinations.
Reading—First six weeks: Sentences from the blackboard. Conversation on the subject matter of the story—Oral reproduction of the story by the pupil—The Progressive Road to Reading—Drill on Phonetics.
Spelling—First half year: Learning to spell words by writing them from the blackboard—Second half year—Sheppe's Word Studies.
Bible—Stories told to the children by the teacher.
Writing—Copying sentences set by the teacher—Natural Slant.
Nature Study—Oral work.
Physical Training.

GRADE II

Arithmetic—Notation and numeration reviewed. Multiplication completed. Fractional form. Practice work in the four fundamental principles.

English—Long's New Language Exercise, Book I.
Reading—The Progressive Road to Reading, Book III. Supplementary Reading.
Spelling—Sheppe's Word Studies.
Bible—Stories for oral reproduction and verses memorized.
Writing—Natural Slant.
Nature Study—Oral Work.
Physical Training.

GRADE III

Arithmetic—Milne's Elements of Arithmetic.
English—Mary Hyde's Two-Book Course in English. Book I.
Reading—The Progressive Road to Reading Book IV.
America's Stories for American Children. Pinocchio.
Spelling—Rice's Rational Speller.
Bible.
Geography.
Writing—Natural Slant.
Nature Study—Oral Work.
Physical Training.

REGISTER OF ACADEMY PUPILS

Abbott, Charlotte ..... North Carolina
Abbott, Josephine ..... North Carolina
Alexander, Elizabeth ..... North Carolina
Anderson, Helen ..... North Carolina
Anderson, Zoe ..... North Carolina
Andrews, Katharine ..... North Carolina
Austin, Eulalia ..... North Carolina
Austin, Bonnie ..... North Carolina
Auten, Ola ..... North Carolina

Bangle, Mary Ella ..... North Carolina
Blake, Armede ..... North Carolina
Blake, Evelyn ..... North Carolina
Bland, Alethea ..... North Carolina
Bland, Margaret ..... North Carolina
Bostian, Ruth ..... North Carolina
Bridges, Mary D. ..... North Carolina
Bruton, Estelle ..... North Carolina

Carson, Mary ..... North Carolina
Cave, Carroll ..... North Carolina
Crowell, Ruth ..... North Carolina
Cushing, Eugenia ..... North Carolina

Fielding, Alice ..... North Carolina
Finch, Helen ..... North Carolina

Gaddy, Louise ..... North Carolina
Gardner, Janet ..... North Carolina
Gardner, Zada ..... North Carolina

Hagood, Julia ..... North Carolina
Harris, Cora ..... North Carolina
Harris, Julia ..... North Carolina
Harris, Sarah ..... North Carolina

Harrison, Mab ..... North Carolina
Hany, Ona ..... North Carolina
Heath, Benetta ..... North Carolina
Henderson, Grace ..... North Carolina
Huron, Ashby ..... North Carolina
Hill, Ona ..... North Carolina
Hill, Willie May ..... North Carolina
Holmes, Martha ..... North Carolina
Howell, Mary Sanders ..... North Carolina
Hunter, Emily ..... North Carolina
Huntingdon, Emily ..... North Carolina

Jamison, Lucile ..... North Carolina
Johnston, Mary ..... North Carolina

Ker, Fannie ..... North Carolina
Knox, Dorothy ..... North Carolina

Laxton, Augusta ..... North Carolina

Mayer, Idella ..... North Carolina
McCoy, Helen ..... North Carolina
McCubbins, Theresa ..... North Carolina
McWhirter, Nina ..... North Carolina
Miller, Elizabeth ..... North Carolina

Nixon, Blanche ..... North Carolina

Pearson, Grace ..... North Carolina
Person, Alice ..... North Carolina

Ray, Marvin ..... North Carolina

Saine, Alda ..... North Carolina
Scott, Margaret ..... North Carolina

Van Ness, Alivilda ..... North Carolina
Victor, Ellen ..... North Carolina

Wilcox, Mary ..... North Carolina
Wilkinson, Rosalie ..... North Carolina
Withers, Bennie ..... North Carolina
Withers, Benjamin ..... North Carolina
Withers, Louise ..... North Carolina

General Information

GENERAL INFORMATION

All baggage must be plainly marked to save trouble and confusion.

Breakage or unneccessary damage to College property must be paid for.

All property should be plainly marked with the owner's name; whatever needs to be washed must be marked with indelible ink.

Teachers and students are required to furnish their own towels, bed-clothing, including blankets, sheets, spreads, pillow cases, 20 by 28 inches; table napkins, two clothes bags, and a small teaspoon and drinking glass for their private use in their own rooms.

Students must bring umbrellas, overshoes, and raincoats, *all plainly marked.*

A part of every Monday must be spent by pupils in regulating their wardrobes, repairing clothing, writing home, and similar duties .

When pupils have selected a course of study they will be required to adhere to it, unless permitted by the President to make a change.

The entire supervision of every department of the College is vested in the President. Frequent visits from members of the Board of Trustees are invited.

Day pupils, or pupils taking special courses and not resident, will have access only to rooms and exercises connected with their studies, unless by special per-

mission. Nor will they be allowed to visit boarding pupils in their rooms.

Parents cannot give their daughters permission to do what is prohibited, nor to omit what is required by the rules of the College, and these rules apply to all students.

Students are not allowed to purchase any article on credit without written permission from parents or guardians. The amount so authorized must be specified. *But the making of bills under any circumstances is discouraged.*

Young men visitors will not be received by resident students without written permission from parents or guardians, and then only on week days after 5 p. m., and before 9:30 p. m.

Students will not be permitted to spend the night out of College, except with parents.

ABSENCE

Although requests from parent or guardian for absence are granted, the absence must affect the girl's scholarship and, except for sickness or other providential causes, two points for each recitation missed is deducted from the quarterly average.

If a girl has been a student of the college for an entire session and her conduct has been above reproach, she is given certain privileges which are esteemed highly. The girl who leaves early or returns late from the holidays forfeits special privileges. An unexcused absence is considered a delinquency, and

will be reported as such to the parent or guardian of the student. It is also counted zero in class mark.

Any absence during a term is a serious disadvantage to the student. *No permission is granted for absence over Saturday and Sunday, except upon a special request addressed to the Dean by the parent or guardian, and then only once between any two long vacations.*

VISITS

Pupils will receive calls from relatives, or from other acquaintances who bring letters of introduction to the Dean from the parents, on Saturday afternoons and evenings. *No visitors will be received on Sundays or during any regular recitation hour.*

No visits will be made except at the discretion of the Dean.

LECTURES, CONCERTS, ETC.

A number of lectures upon a variety of topics will be given at intervals during the year, if arrangements can be made. The lectures will be open to all studens, and will be delivered at intervals of three or four weeks.

The boarding pupils, invariably under charge of members of the Faculty have frequent opportunities of attending lectures, concerts, etc. in the city.

The central location of the College enables pupils to avail themselves of all city advantages without the exposure, inconvenience, and additional exposure of street-car travel.

LITERARY SOCIETIES

The students have organized two Literary Societies, the Gamma Sigma and the Pierian. These socities have a large membership, and are accomplishing much good for themselves and for the College. Under their fostering care a very good library has been started. Some of the Alumnæ have already presented books, and it is hoped that other friends of the College will also help to fill its library shelves with reference books.

Through the efforts of the students, assisted by friends, the two large society halls have been furnished.

SPECIAL INFORMATION

Students taking special studies will be admitted, but the programs of all boarding pupils must include at least twelve appointments per week, appointments for lessons in Music and Art being counted in the number.

To be permitted to proceed with her class, the student must make by recitation, test reviews, and examinations during the year, an average of at least 75. There will be frequent test reviews during the year, and semi-annual examinations. Reports will be sent to parents or guardians.

The results of these examinations, combined with the average of class standing and test reviews, are included in the reports at the end of the term, and this combined report determines the standing of the pupil in her classes. Absence from examinations will not

be excused, except at discretion of the President. Unexcused absences will not only cause loss of standing, but may subject the student to further discipline.

Pupils making a daily average of 90 on all studies, in Fresh and Soph years, with none below 85, will be excused from final examinations. Juniors and Seniors making a daily average of 90 in any particular study will be excused from final examination on that study.

DIPLOMAS

To receive a diploma with an A.B. or B.L. degree from this institution, students are required to complete the four years' course of study to the satisfaction of the faculty.

Certificates of proficiency will be given to those pupils who complete satisfactorily the course of study in any school. No reports, certificates, or diplomas will be delivered until all bills are settled.

A graduation fee of $5.00 for Dipomas and $2.50 for Certificate is charged at the close of the College Course.

BOARDING DEPARTMENT

The girls, in their domestic life in the dormitories, are under the direct care of the matron and the lady teachers, who will have rooms in the different parts of the building, the Dean exercising a general supervision.

The dormitory is made a pleasant home for the

girls, and special attention is given to their social life and to their health and comfort.

Each dormitory floor has bath-rooms, supplied with hot and cold water, and convenient toilet rooms.

Special arrangements are made for the care of the sick, in apartments set apart for their use and carefully furnished with reference to comfort and convenience. In case of serious illness, parents or guardians will be promptly informed and every attention bestowed. In such cases a special nurse will be employed at the parent's expense. The household physician is in daily attendance to check incipient disease at the outset.

Every effort will be made to give the character of a home; only such restrictions as are considered important for health, safety, and improvement, are thrown around the pupil. Teachers and pupils are members of the same household, and careful efforts are made to develop well-rounded Christian characters, to evolve true, pure, modest women, who will make the world better by being in it.

The religious features of the household, have therefore, been carefully considered. Bible study is a part of the curriculum, and God's Word will be made the rule of life in the family.

All boarding pupils will be required to attend church services on Sunday unless providentially hindered.

Boarders are required to be punctual at meals, and no one will be excused except in case of sickness, when she must go to the infirmary. Meals will not be served

in the dormitories. Perfect neatness in dress will be required at all meals.

Parents and guardians who place their daughters in the College are understood to accept the conditions as defined in this Catalogue.

Letters concerning the students personally should be addressed to the President or to the Dean.

HOUSEHOLD RULES

Boisterous conduct, loud laughing or talking in the house or on the street, is prohibited at all times.

Rooms must be kept in order. The young lady in charge for the week must have her name on the door, and she will be held responsible for the neatness of her room. There must be a special cleaning Monday morning.

Rooms must be ready for inspection by half-past eight o'clock. Marks will be given for all articles not in their proper places at any time after that.

Throwing articles from windows is forbidden. Trash must be thrown into the waste-baskets.

Prompt attendance at meals is required. Those not present when blessing is asked will be required to wait until the meal is over.

Those too sick to attend school must go to the infirmary.

None but the sick will be allowed in the infirmary, except by special permission from the lady in charge.

Lights must be extinguished when the bell rings. At that signal all are required to retire, and perfect silence must prevail. No talking after the bell.

All trunks must be locked.

After the retiring bell, no young lady must be out of her room.

All must remain in their rooms during meditation hour on Sunday.

All mail, packages, telegrams, etc. to and from the College, must pass through the hands of the Dean.

The Sabbath must be kept in a quiet and orderly manner.

Each student must be provided with a wrapper and slippers.

No one is allowed to sleep out of her room without the permission of the Dean.

THINGS FORBIDDEN

All students must go to, and also leave, their music practice at the time assigned by the schedule.

It is strictly forbidden for any other student to visit the practice rooms, unless special permission is given for the purpose of duet practice.

Appearing in lower halls or dining-room in negligee.

Using telephone without permission.

Leaving lights burning when out of the room.

Visiting serving pantry, kitchen and laundry.

Removing food or table furniture from the dining-hall.

Familiarity with servants.

Wearing thin shirt waists or low-necked dresses in winter.

LAUNDRY REGULATIONS

All bedding and table linen is sent to the steam laundry. Other articles are washed by washerwomen.

Twenty personal pieces are allowed each girl per week.

Not more than two dresses, four shirtwaists, or two underskirts, can be sent at one time.

From November 1 to March 21, wash dresses will be paid for at extra fixed rates.

At the beginning of the year each student must give to the lady in charge of the laundry a complete list of her bedding.

EXPENSES

Where there are more than two pupils from the same family, a special rate will be given, upon application.

Daughters of ministers engaged in their calling will be given a special rate, upon application.

Special students taking music only will be charged for board at the rate of $5.00 per week.

Teachers and pupils entertaining friends for more than a day will be charged for board at the rate of $1.00 per day.

Pupils remaining through the Christmas holidays will be under the usual rules, and will be subject to the teachers remaining in the College.

THE BOARDING OF PUPILS

Tuition and board, including heat and light, for entire school year	$241 00
Laundry	20 00
Medical fee for entire school year, or any part of it, payable on entrance and by all boarding pupils	5 00
Contingent fee for boarding pupils	5 00
Infirmary fee	2 00
Library fee	2 00
Total charges for school year	$275 00

N. B.—Rooms on the first dormitory floor will cost $10.00 extra for each occupant.

The above charges cover all expenses except such as are specifically named under the heading of "Special Studies."

N. B.—During the Christmas Holidays the building will be heated and kept open for the benefit of teachers and pupils who wish to remain, but arrangements for meals will have to be made, as the housekeeper and cooks need a rest.

TUITION FOR DAY PUPILS

Primary Department—two terms	$50 00
Preparatory Department—two terms	50 00
Preparatory Department—5th year	60 00
Freshman to Senior	70 00

The above charges include the contingent fee.

SPECIAL FEES

SCHOOL OF MUSIC

Piano, under Director, per quarter	$18 75
Piano, under a lady teacher, according to grade, etc., in the Collegiate Department, per quarter	13 75
Piano, Preparatory, per quarter	10 00
Organ, under Director, per quarter	18 75
Organ, under Director, one lesson a week as a secondary instrument with piano, per quarter	12 50
Vocal Culture, per quarter, under Minnie Wriston Smith	18 75
Vocal Culture, per quarter, under adjunct teacher	13 75
Violin, per quarter	15 00
Private lessons in advanced Theoretical Music, per quarter	15 00
Private lessons in Harmony, etc., per quarter	12 50
Theory in class (not less than ten pupils), per quarter	2 50
Theory in classes of less than ten, terms arranged according to number in class and grade of study, per quarter	3 75
Essential Musical Facts, per quarter	1 25
Choral of Orchestral class (including music), per quarter	1 25
Use of piano for practice, one hour daily, per quarter	2 50
For extra hour daily, per quarter	1 25
Use of auditorium organ daily, per hour (this includes electric blowing), per quarter	5 00
One lesson per week, organ, piano, or theory, under Director, per quarter	12 50
One lesson per week in vocal culture, per quarter, under Minnie Wriston Smith	12 50
One lesson per week in vocal culture, per quarter, under adjunct teacher	10 00

SCHOOL OF ART

Art and Art History for entire year	$60 00

SCHOOL OF EXPRESSION

Private lessons for school year	$50 00
Advanced Class Instruction, classes three to five	30 00

PHYSICAL TRAINING

Class lessons for those not College pupils	$10 00
Privilege of special lessons per course	10 00
Normal course	25 00

TERMS OF PAYMENT

For convenience of payment the school year is divided into quarters:

The First Quarter ends November 16, 1911.
The Second Quarter ends January 17, 1912.
The Third Quarter ends March 20, 1912.
The Fourth Quarter ends May 22, 1912.

N. B.—All bills will be rendered quarterly, and unless otherwise specifically agreed upon, must be paid for the first qaurter on entrance, and thereafter on or before the first day of each quarter.

When parents do not pay in advance, a negotiable note bearing interest at six per cent., and duly endorsed, must be given.

No student will be received for less than the entire session, or such part as remains after the date of entrance except by special agreement.

N. B.—The enrollment of a student's name on the College books renders the parent or guardian responsible, and shall be deemed a *formal and explicit contract for her to remain until the close of the school year.*

No deduction is made for the absence or with-

drawal of a pupil during the school year, nor for her absence during any part of it, except in the case of permanent illness, when the loss will be equally divided between parent and the school.

N. B.—*Money for books, music and incidental expenses will not be advanced;* a deposit of ten or fifteen dollars should be made with the President at the beginning of each term, and an itemized account of the expenditures will be rendered.

Pupils matriculating during the first three weeks of the term are charged as from the first day of the term. After that time they are charged from the date of entrance.

N. B.—No deductions for any cause will be allowed to students withdrawing during the last four weeks of the session.

The medical fee covers the daily attendance of the College Physician. Should serious or critical illness occur, the most skilled physicians of the city are called in. In this case, their fees must be paid in addition. The infirmary has a regular trained nurse, but in case of serious or protracted illness a special nurse will be employed at the expense of the patient.

Rooms will be assigned in the order of application. A deposit of $5.00 must be made to insure the engagement of a room.

N. B.—Pupils are not admitted to classes until bills are paid, unless by special agreement.

For further information, address

J. L. CALDWELL,
President.

FORM OF BEQUEST

I give, devise, and bequeath to the "Presbyterian Female College," in Charlotte, N. C. the sum of .....Dollars, to be applied to the uses and purposes of said Institution, and under the direction of its Trustees.

NEEDS OF THE COLLEGE

Two or three thousand dollars for the purchase of standard works, especially books of reference for the Library.

Additional equipments for the Chemical Laboratory, and apparatus for the experimental study of other sciences.

Scholarships, in the shape of yearly contributions of $275.00 each, or in the form of personal endowment. Five thousand dollars invested will yield the amount required for the support of a pupil.

These several objects are commended to the prayerful considerations of our great church, and to the hearts of the generous friends of higher education for young women.

ALUMNAE ASSOCIATION

Miss May Courtney Oates.....President.
Mrs. J. L. Chambers.....Vice-President.
Miss Cornie Fore.....Treasurer
Miss Helen Bridges.....Secretary.

At a recent meeting it was decided to work for a scholarship. Committees were appointed to correspond with classmates and former students to this end, and every effort will be made for the permanent establishment of an Alumnæ Scholarship.

LIST OF GRADUATES

SINCE THE COLLEGE HAS BEEN UNDER ITS PRESENT MANAGEMENT.

.... *"Partial" Means that only certificates have been taken....*

Alexander, Annie Lee, '09.....North Carolina
Alexander, Loma, '09.....North Carolina
Alexander, Hattie, '99.....North Carolina
Alexander, Norma, '03 (normal).....North Carolina
Alexander, Louise, '07.....North Carolina
Anderson, Eunice, '03.....North Carolina

Bailes, Zoradia, '08 (partial).....North Carolina
Baird, Mary, '04.....North Carolina
Barnett, Mary, '00.....North Carolina
Beall, Carrie, '01.....North Carolina
Bennett, Iva Lee.....South Carolina
Blakeney, Louise DuBose, '90.....South Carolina
Blankenship, Ursula, '01.....North Carolina
Boyd, Jessie, '09.....South Carolina
Brackett, Helen Evans, '10.....South Carolina
Bridges, Helen V., '07.....North Carolina

Caldwell, Leila, '04.....North Carolina
Caldwell, Rebecca, '09.....North Carolina
Chambers, Elisabeth L., '09.....North Carolina
Colton, Clara, '02.....Kentucky
Colton, Susan A., '00.....Kentucky
Craig, Louise, '06.....North Carolina
Cramer, Katherine, '09.....North Carolina
Craven, Alice, '99.....North Carolina
Crump, Inez L., '07.....North Carolina

Daniel, Mary King, '02.....North Carolina
Darsey, Mary C., '99.....North Carolina
Davidson, Louise A., '06.....District Columbia
Davis, Louise, '08 (partial).....North Carolina

Dobbins, Jessie, '08 (partial)..... South Carolina
Downs, Minnie, '99..... North Carolina

Efird, Laura, '09..... North Carolina

Flournoy, Louise, '10..... North Carolina
Flournoy, Martha Watkins, '10..... North Carolina
Fore, Cornie, '08..... North Carolina

Gordon, Alice, '09..... Kentucky
Graham, Mary, '00..... North Carolina
Graham, Hattie, '03..... North Carolina
Gray, Minnie F., '99..... North Carolina
Grey, Isabel, '09..... Virginia
Grier, Sadie, '01..... North Carolina
Graves, Sallie Cary, '07..... Virginia
Greenlee, Mary Gordon, '00..... North Carolina

Hamilton, Ethel, '02..... North Carolina
Harding, Irving, '09..... North Carolina
Hargrave, Sarah, '06..... North Carolina
Harris, Lula Jay, '10..... North Carolina
Harris, Lucy, '07..... North Carolina
Henderson, Jessie, '00..... North Carolina
Hoover, Eunice, '06..... North Carolina
Irwin, Mary, '01..... North Carolina

Jamison, Florence M., '10..... North Carolina
Jamison, Mary, '05..... North Carolina
Johnston, Annie, '05..... North Carolina
Johnston, Irene, '01..... North Carolina
Jones, Flossie, '08..... Georgia

Kendrick, Delia, '07..... North Carolina
Kerr, Gertrude, '05..... North Carolina
Knox, Bessie, '03..... North Carolina
Kuykendal, Frances Fair, '07..... North Carolina

Lentz, Maude, '06 ..... North Carolina
Lott, Dorcas E., '07 ..... North Carolina

Martin, Bessie, '05 ..... North Carolina
Maxwell, Mary, '01 ..... North Carolina
Melchor, Gertrude, '07 ..... North Carolina
Morrison, Anna Jackson, '03 ..... North Carolina
Murr, Marjorie, '08 (partial) ..... North Carolina
McLaughlin, Mary, '09 ..... North Carolina
McClelland, May, '03 ..... North Carolina
McClintock, Elizabeth, '02 ..... North Carolina
McClintock, Maggie Bell, '01 ..... North Carolina
McDowell, Anna Lois, '02 ..... North Carolina
McDowell, Claribel, '03 ..... North Carolina
McDowell, Elva, '05 ..... North Carolina
McEachern, Carrie, '00 ..... North Carolina
McGinn, Macie, '08 ..... North Carolina
McIntyre, Daisy, '03 ..... South Carolina
McKeown, Sue, '10 ..... South Carolina
McLaughlin, Hannah, '04 ..... North Carolina
McMurray, Mary, '05 ..... North Carolina
McNeely, Mary, '04 ..... North Carolina

Nisbet, Emma Lee, '02 ..... South Carolina

Olive, Pattie, '99 ..... North Carolina
Owen, Mary B., '08 ..... Virginia

Patterson, Ida, '03 ..... Virginia
Patrick, Mabel, '05 ..... North Carolina
Patrick, Ethel, '08 (partial) ..... North Carolina
Patrick, Nina, '06 ..... North Carolina
Parker, Mary, '08 ..... South Carolina
Parker, Kate, '06 ..... South Carolina
Pierce, Annie, '04 ..... North Carolina
Pilson, Elizabeth, '08 (partial) ..... North Carolina
Polk, Margaret Cornelia, '07 ..... North Carolina

Porter, Fanny, '06.....North Carolina
Potts, Carrie, '06.....North Carolina
Presnall, Mary Burgin, '04.....North Carolina
Presley, Mary Pearl, '07.....Florida
Price, Mary, '04.....North Carolina

Query, Mary, '10, (partial).....North Carolina

Rankin, Eloise, '07.....North Carolina
Rankin, Estelle, '09.....North Carolina
Rankin, Grace, '06.....North Carolina
Rea, Gertrude, '06.....North Carolina
Reese, Margaret, '09.....North Carolina
Reid, Bleeker, '07.....North Carolina
Robinson, Kate Hope, '07.....North Carolina
Rodman, Lola, '09.....North Carolina
Rodman, Onie Lee, '02.....North Carolina
Ross, Faye, '01.....North Carolina

Sadler, Floy, '05.....North Carolina
Sadler, Madge Wriston, '02.....North Carolina
Sater, Dora Allen, '99.....North Carolina
Sarratt, Nell Wilson, '06.....North Carolina
Sloan, Marie, '07.....North Carolina
Smith, Addie, '04.....North Carolina
Spilman, Ethel, '04.....North Carolina

Wakefield, Willie, '05.....North Carolina
Walters, Katherine, '05.....North Carolina
Ward, Margaret, '99.....North Carolina
Watt, Kate, '09.....North Carolina
Wharton, Margaret, '10.....North Carolina
Wilson, Mary H., '09.....North Carolina
Worthen, True, '02.....North Carolina

1911

Blakeney, Bessie Martin.....North Carolina
Brawley, Nadina Johnston (partial).....North Carolina
Hannon, Leola Ethelda.....North Carolina
Hargrave, Estelle (partial).....North Carolina
Harry, Sarah Lawing (partial).....North Carolina
Kidd, Daisy Willard.....North Carolina
Long, Jennie Miriam.....North Carolina
McComb, Margaret Ella.....North Carolina
Porter, Ruth (partial).....North Carolina
Pritchard, Margaret Elizabeth.....North Carolina
Reed, Lillian Elaine.....North Carolina
Sadler, Lilla Ingram.....North Carolina
Shields, Lillie Grace.....North Carolina
Smith, Lillian Gertrude.....South Carolina

GRADUATES IN MUSIC

Alexander, Ida Moore, '10.....North Carolina
Alison, Irene, '06.....North Carolina
Carr, Melva, '08.....North Carolina
Cornelius, Flora, '09.....Canada
Cranford, Grace, '08.....North Carolina
Dixon, Sallie K., '07.....North Carolina
Donnelly, Margery .....North Carolina
Dunlap, Olive.....North Carolina
Farrior, Fannie Gray, '06.....North Carolina
Farrior, Virginia M., '06.....North Carolina
Foil, Helen L.....North Carolina
Goggans Lois, '06.....South Carolina
Gray, Lottie O., '05.....North Carolina
Griffith, Perry, '09.....North Carolina
Harman, Rosabelle, '09.....South Carolina
Harris, Lucy, '08.....North Carolina
Hendrix, Linda, '06.....North Carolina
Jordan, Cora, '10.....North Carolina
Lutterloh, Louise, '10.....Florida

Martin, Agnes, '07.....North Carolina
Moore, Jessie, '05.....North Carolina
Morris, Margaret, '07.....North Carolina
Moser, Princess, '05.....Iowa
McFayden, Gertrude, '05.....North Carolina
McIntosh, Lucy, '05.....North Carolina
McMurray, Susie, '08.....South Carolina
McRae, Myrtle, '09.....North Carolina
Nair, Margaret, '07.....Virginia
Nurnberger, Carolyn, '07.....Georgia
Olive, Pattie, '99.....North Carolina
Owen, Mary B., '07.....Virginia
Overcash, Harvey .....North Carolina
Parks, Louise, '10.....North Carolina
Ramsay, Mary V., '06.....North Carolina
Ramsay, Nina B., '06.....North Carolina
Reid, Mary Julia, '10.....South Carolina
Rozzelle, Lily W., '08.....North Carolina
Shannonhouse, Esther, '08.....North Carolina
Stewart, Nellie Van, '07.....Virginia
Stokes, Mabel, '07.....Virginia
Thornton, Frances, '06.....Virginia
Torrence, Marie, '10.....North Carolina
Todd, Ethel, '07.....North Carolina
Wallace, Lucy, '05.....North Carolina
Whistnant, Edna J., '05.....North Carolina
Wilkins, Maud, '08.....North Carolina
Witherspoon, Annie, '07.....North Carolina

1911.

Clark, Annie Neal, '11.....North Carolina
Greene, Elizabeth Gertrude.....North Carolina
McCubbins, Mildred Stevenson.....North Carolina
McKeown, Sue (partial).....South Carolina
Mosley, Maujer (partial).....North Carolina
Nuttall, Ernestine (partial).....North Carolina
Smith, Anna Pearl.....South Carolina

PRESBYTERIAN COLLEGE FOR WOMEN